

**FAKTOR-FAKTOR YANG MEMPENGARUHI
GAYA PEMBELAJARAN DAN KESANNYA
TERHADAP PENCAPAIAN AKADEMIK**

**Kertas Projek ini diserahkan kepada Sekolah Siswazah untuk
memenuhi sebahagian daripada keperluan pengajian
Ijazah Sarjana Sains (Pengurusan),
Universiti Utara Malaysia.**

Oleh:

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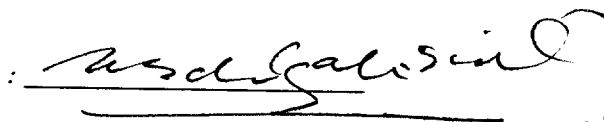
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KEBENARAN MERUJUK

Dalam menyerahkan kertas projek ini sebagai memenuhi sebahagian daripada keperluan pengajian peringkat Sarjana, Universiti Utara Malaysia (UUM); saya bersetuju membenarkan pihak perpustakaan UUM mempamerkannya bagi tujuan rujukan. Saya turut bersetuju bahawa kebenaran untuk membuat salinan, keseluruhan atau sebahagian daripadanya, bagi tujuan akademik; boleh diperolehi daripada penyelia saya, atau semasa ketiadaan beliau, daripada dekan Sekolah Siswazah UUM. Sebarang penyalinan, penerbitan atau penggunaan ke atas keseluruhan atau sebahagian daripada kertas projek ini bagi tujuan perniagaan adalah tidak dibenarkan tanpa kebenaran bertulis daripada saya. Di samping itu, pengikhtirafan kepada saya dan UUM seharusnya diberikan dalam sebarang kegunaan bahan-bahan yang terdapat dalam kertas projek ini.

Permohonan untuk kebenaran membuat salinan atau kegunaan lain, sama ada secara keseluruhan atau sebahagian daripada kertas projek ini, perlu dialamatkan kepada:

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Abstrak

Usaha untuk mengkaji secara mendalam tentang gaya pembelajaran dan perbezaan individu dari aspek kognitif amat terhad kerana teori-teori yang berkaitan tidak mencukupi. Kajian ini bertujuan untuk menentukan sama ada terdapat perhubungan di antara gaya pembelajaran dengan pencapaian akademik. “Grasha- Reichmann Learning Styles inventory” telah digunakan untuk mengenalpasti kecenderungan gaya pembelajaran – bebas, bergantung, mengelak, bekerjasama, bersaing dan mengambil bahagian. Setiap satu gaya pembelajaran tersebut boleh diterjemahkan kepada kecenderungan perlakuan dan persepsi. Walaupun enam jenis gaya pembelajaran telah diuji, namun dapatan kajian menunjukkan hanya satu hipotesis sahaja yang mempunyai perhubungan yang signifikan. Kajian ini mendapati gaya pembelajaran amat dipengaruhi dengan signifikan oleh etnik. Dapatan kajian juga menunjukkan bahawa terdapat hubungan yang negatif dan tidak signifikan di antara jantina dan umur dengan gaya pembelajaran. Kajian juga mendapati bahawa tidak ada perhubungan yang signifikan di antara gaya pembelajaran dengan latarbelakang tempat asal pelajar. Gaya pembelajaran juga tidak menunjukkan pengaruh yang jelas ke atas pencapaian akademik. Ini menandakan adanya keperluan untuk mengkaji aspek tersebut dengan lebih teliti di luar dari skop kajian ini. Dapatan kajian ini hanyalah berdasarkan hipotesis mengenai kepelbagaian gaya pembelajaran yang boleh membantu perancangan strategi pengajaran yang disesuaikan dengan gaya pembelajaran pelajar.

Abstract

Attempts to broaden the conception of learning styles to represent more adequately individual differences in cognition are limited by a scarcity of relevant theories. This document reports on a study to determine if there is a pattern between specific learning styles and academic achievement. The learning styles inventory used for the study is based on "Grasha-Reichmann Student Learning Styles" indicator preferences, i.e. independent, dependent, avoidance, collaborative, competitive and participant, each of which has distinctive and characteristics that can be translated into behavior and perceptual preferences.

Although six instructional preferences were assessed, findings were statistically significant for only one. Learning style preferences were significantly influence by ethnicity. The finding also suggests that gender and age were negatively and significantly related to the learning styles. It was found that there was no significant relationship between learning styles and student's home background. Student learning styles also had no apparent influence on academic achievement, indicating a need for closer scrutiny beyond the scope of this study.

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BAB 1

PENGENALAN

Penekanan terhadap pendidikan untuk memperkembangkan potensi individu secara menyeluruh telah menandakan perubahan yang penting dalam pemikiran tentang adanya perbezaan di kalangan manusia. Pelajar yang terlibat secara aktif di dalam proses pembelajaran dikatakan akan lebih berjaya (Dewar 1995; Hartman 1995, Leadership Project 1995). Apabila pelajar melibatkan diri secara aktif di dalam proses pembelajaran, mereka sendiri merasa terdorong untuk mencapai sesuatu kejayaan dan aras pembelajaran arah sendiri akan meningkat. Asas penting untuk mendorong pelajar terlibat secara aktif di dalam pembelajaran terletak [pada usaha memahami gaya pembelajaran yang positif atau negatif yang boleh mempengaruhi pelajar (Birley & Rodman 1995, Dewar 1995, Hartman 1995). Menyesuaikan bahan-bahan pengajaran untuk memnuhi keperluan pelbagai gaya pembelajaran pelajar juga akan merangsang kecenderungan pelajar mengikuti proses pembelajaran (Agogino & Hsi 1995; Kramer-Koehler, Tooney & Beke 1995). Schroeder (1996) pula mengatakan bahawa terdapat kepelbagaian kecenderungan gaya pembelajaran yang perlu dipertimbangkan. Manakala Birkey dan Rodman (1995) pula menekankan wujudnya perbezaan yang jelas di dalam cara seseorang individu belajar dan memproses maklumat. Kenyataan-kenyataan di atas menunjukkan kesedaran terhadap perbezaan individu semakin penting dalam menghadapi sistem pendidikan terbuka dan memberi tumpuan kepada pengajaran berpusatkan pelajar. Walaupun perubahan ini pada dasarnya memerlukan pengamatan yang teliti,

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